

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents and discusses the review of related literature which includes the description of teaching speaking, public speaking, strategy in teaching public speaking and the profile of Al-Hikmah Junior High School.

#### **2.1 Teaching Speaking**

Teaching speaking is a process of transferring knowledge, giving a course to students in order to guide the students to be capable in speaking English (Brown, 2001). There are several criteria for teachers in order to reach the teaching's objective. They should determine the techniques or methods used for the process. Further, Brown (2001, p. 275-276) adds that there are seven principles of teaching speaking skills, they are:

- a. Using techniques that cover the aspects of students' needs, from language-based focus and accuracy to message-based focus on interaction, fluency, and meaning.
- b. Motivating the students intrinsically.
- c. Building meaningful contexts by encouraging the use of authentic language in the classroom.
- d. Giving feedback and correction in a positive manner.
- e. Harnessing the natural connection between speaking and listening.
- f. Allowing students to initiate verbal communication.
- g. Encouraging the development of speaking strategies.

Scott (1981) states that there are three stages to conduct speaking teaching. The first phase is declaring the goal, which means the teacher should determine what operations the students are going to learn. Teachers can tell the students directly about the learning objectives. It is better to provide instructions or clues for students to brainstorm. It could be supported by applying visual aids to attract students' attention and participation. The second phase is conducting a presentation. The process of the teaching and learning should be based on a context. In contextualizing the item of language, teachers may use texts, video records, voice notes, or pictures in the form of transaction between native speakers and so on. The last phase is exercise and production. Drilling checks will be given to students in phase to see if they understand what they learn through the repetition of language choir presented and then switch to individual responses. Teachers will direct students by providing information gap and feedback, students' answers are not only seen from the grammatical aspect, but also acceptance of language and suitability.

Therefore, there are some important things to be careful about when teaching lesson. The teacher's role is to create activities where the students can practice and apply what they have learned orally. In other words, this can be a shift for students to practice their communicative competence.

Nowadays, a traditional teaching method which emphasizes on drilling particular language patterns has been left behind by the existence of communicative language teaching (CLT) approach whose 'communicative activity' intends to immerse learners in meaning-making for a communicative purpose. There emerges so many ways to develop the communicative purpose that is through public speaking and communicative activities in the form of games.

There is a previous study conducted by Iftakhar (2013) entitled *Teaching Speaking through Public Speaking Course*. She evaluates how public speaking course at Stamford University, Bangladesh has English taught as a foreign language. She analyzes some factors that are closely related to the teaching of speaking. She analyzes how teachers perceived values about it. The result shows that all of the teacher participants agreed that public speaking course is very helpful to overcome students' common problems in speaking skill.

In addition, Larsen and Freeman (2000) state that communicative games are used frequently in CLT. It implies that through language games the learners can go beyond the mastery of structures to communicate meanings in real situations. Therefore, a similar research conducted by Irawati (2014) entitled *Improving Teaching through Communicative Language Games*. It has several benefits, including motivating students' learning with fun, enjoyment, and excitement, supplying chances to use language in authentic contexts, providing practice on language usage, creating an agreeable and supportive learning environment, and promoting interpersonal relations.

Moreover, in this modern era, there are so many ways to communicate through writing, oral communication, and social media. However, face-to-face communication, especially in the crowd, it remains being the preferred. It is essential that teachers use teaching strategies that could equip their students with the skills and confidence to speak comfortably in public or a crowd. The public speaking course is one of the alternative techniques or methods that can be utilized in encouraging students to give speech in front of a lot of people.

Public discourse in one's additional language happens frequently and students and adults that have worked with it, have been successful at performing the speech

when the time came (Palmer, 2011). Thus, when most individuals have to perform a public speech act, no matter in which language, they seem to manage it, regardless of their level of fear. Applying this thought of public speaking teaching provokes the success.

## **2.2 Public Speaking**

Public speaking is a structured or themed speech or presentation. Yee and Abidin (2014) state at the end of the speech, the audience should be able to bring back a message that they can learn from the speech. According to Templeton and Fitzgerald (2011), public speaking is having the speaker to stand in front of the audience to deliver a structured speech, with the aim of convincing, informing or entertaining the audience. Therefore, it can generally be grouped into three categories based on their intended purpose: informative, persuasive, and entertaining speech.

### **2.2.1 Informative Speech**

A speech designed to convey knowledge and understanding. It occurs in a wide range of everyday situations. The purpose is to teach something by using objective, factual information (Olbricht, 1968). Hence, it designs to convey knowledge and understanding (Lucas, 2008, p. 300) Speaking informatively is a common part of various jobs and other daily activities, such as reports, lectures, training seminars, and demonstrations. Moreover, Lucas (2008, p. 312-315) adds that it should be accurate clear, meaningful and interesting.

### **2.2.2 Persuasive Speech**

Persuasive speeches are deliberate attempts to speak, in which public speakers influence others to change or strengthen their particular beliefs, values, or behaviors (Goding et al., 2012, p. 11). Lucas (2008, p.325) adds that the speaker must be honest to what he says, show respects for the freedom of speech and expression. Whatever the situation is, the persuasive speech will be more effective if the speaker has a clear purpose, conveys the message sincerely, and adapts it to the target. Further, the goal is to get the listeners agree with the speaker and perhaps to act on that belief, for instance, inspire people to act, defend an idea, and refute the opponent. Ultimately, what we value in life really motivates us to engage in the behavior, for instance, if you value environmental protection, you can recycle more waste than people who do not hold this value.

### **2.2.3 Entertaining Speech**

An entertaining speech is a speech that is made to attract the attention of the audience and entertain them while conveying the message. The main purpose of this speech is to make the audience relax and laugh. Like most other speeches, entertaining speech must convey a clear message, but how it delivers, used in entertaining speech, is usually distinct (Goding et al., 2012, p. 535). The speeches are often delivered on special chances. In Indonesia, we can see *ustadz* Abdul Somad as the instance of an entertaining speaker, he communicates a clear message while making the audiences amuse and regale.

### **2.3 Teaching Public Speaking**

There are several criteria for delivering good speech/presentation. The criteria include an understanding of the audience, deciding the purpose, deciding aspects of the speech that will undertake the listeners with the topic, and conveying the message with an adequate skill. Regarding the importance of public speaking aspects, the teacher needs to use appropriate strategies in order to achieve the good criteria of speech. Furthermore, those strategies are also used in teaching public speaking to help students become better oral communicators. Those strategies, proposed by speaking teaching experts, as written below:

1. Cooperative learning

Cooperative learning is widely recognized as a pedagogical practice that promotes positive social interactions and achievement among students. As Wandberg and Kaufman (2015, p. 89) state that it is a strategy involving a small group of students to work together to complete a specific task. The teacher often assigns specific roles, duties, and tasks to a specific group member. Moreover, Within the group, students can monitor, correct, supply words, encourage, and make suggestions, review, as well as giving critique toward each other. It has been argued that the following strategy enables the students to enhance willingness to work cooperatively and productively with others with diverse learning and adjustment needs, to enhance intergroup relations with those from culturally and ethnically different backgrounds (Johnson and Johnson, 2000; Slavin and Cooper, 1999). More recently, Yu-Chih's (2008) study revealed that the cooperative learning is used in the speech class. Students work together by playing different

roles at a meeting. This activity promotes social relationships that affect more positive feedback.

## 2. Creating an authentic classroom environment

Building meaningful contexts can be done by encouraging the use of authentic language in the classroom (Brown, 2001, p. 275). It marks learning by applying knowledge in real-life contexts and situations. Students must be exposed to the authentic learning environment in which promote the students to build meaningful interactions, in which communication between teachers and students, as well as among students, can be done actively. Mostly the same, the teacher should tie in-class presentations to actual work-life scenarios (Sheets and Tillson, 2007). This argument is also similar to the Yu-Chih's (2008) study where she found that when class builds a meaningful learning communication, it helps to promote students' learning, resulting in their public speaking skills improvement.

## 3. Brainstorming

Brainstorming is a teaching strategy designed to draw out numerous creative, original, imaginative, resourceful and inventive idea (Wandberg and Kaufman, 2015, p. 89). They explain that the teacher must encourage all students to participate. Thus, the teacher should be able to relate students' personal experience, hobby, and interest. The form of this activity is such as open-ended questions, issues or problems.

## 4. Giving student's homework.

Giving homework is prominent to promote students learning outside the classroom because the time for the instructor is limited. (Clark, 2005). The most important thing the teacher should do is to guide their students to always study

continuously. One of the ways is by giving them homeworks. There are so many resources either from online or printed sources. Those sources have valuable materials from some public speaker experts, and it is revealed that the students could learn from that.

#### 5. Being a practical role model.

The teacher should serve as a practical role model as stated by Friedrich and Boileau (1999, p. 5) that the good public speaking teacher must be a good public speaker. This notion is developed by Clark (2005) who argues that teacher should be expressive when teaching speech. The improvement can be seen from the development of using gestures while speaking. Therefore the teaching-learning activities would be more provocative and engaging. Then the statement is followed by Sheets and Tillson (2007) that if students' speeches are to be provocative, well-organized, and engaging, then the teachers' daily lectures must be able to do the same things.

#### 6. Providing clear expectations regarding content, and delivery.

Providing clear expectations based on format, content, and is necessary for the teacher (Sheets and Tillson, 2007). Regarding the content, the teacher should explain clearly what the audiences should learn from the students' speech and the use of supporting evidence, as well as the need to include descriptive language for dramatical effect. Lastly, for the delivery aspect, the teacher must emphasize the importance of vocal variety, hand gestures, facial expression, and eye contact.

#### 7. Building intrinsic and extrinsic motivation

Intrinsic motivation is considered superior to extrinsic because students are motivated to achieve self-actualization in order to meet the students' particular



needs (Maslow, 1970). Moreover, Brown (2001) seems to agree that teacher should be able to motivate the students intrinsically, and lead them to the main purpose for achieving their particular desires (e.g., autonomy and competence). Correspondingly, Gardner and Lambert (1972), they assume that both buildings intrinsic and extrinsic motivation are important and related to each other. It refers whether the motivation is more inside or outside the student. They state that motivation is a major factor in the success of study of language acquisition. Overall, it can be concluded that both kinds of motivation play important roles in learning process. Meanwhile, lack of motivation can cause laziness because motivation is the driving force that makes students undertake this process.

#### **2.4 Al-Hikmah Junior High School Profile**

Al-Hikmah Junior High School is a wide education institution. The location is in the southern part of Surabaya, district Jambangan, with a land area of 32,000 m<sup>2</sup>. The precise location is at Kebonsari Elveka V, Jambangan Surabaya. The vision is to make the school as an agent of change of society toward a better life according to the Quran and Sunnah. The mission is to become a decent and easy Islamic educational institution in the figure. Their target is to graduate the students who have the ability and willingness to keep the commandments and leave the prohibition of Allah and His messenger. Moreover, graduating eligible students to proceed to the next level of education Al-Hikmah is *da'wah* based education institution. They apply three orientations of education, namely Islamic orientation, National orientation and Global orientation. The system they utilize is full day school, starting from 07.00 until 16.00 WIB, with the provision of Monday-Friday. Their program is full day school which is intended to create an education which is

in harmony and balanced, both in terms of study time and content of education, as well as the touch of the secular and *ukhrowi*. Besides, it is aimed to minimize the negative influence of the environment outside the school, because the time of education in the school is longer. Third, internalization of student characters can be deeper.

## **2.5 English Olympic Group of Al-Hikmah Junior High School**

English Olympic Group is another effort to increase students' speaking skills. The group counseling session is taken from Indonesian subject schedule with permission. Olympic Group Selection stage Olympic group students are taken or selected from grade 7 and grade 8 only. In the selection of the Olympic group students, the teachers select from the students who attach an award or certificate when they enroll in Al-Hikmah school, or in other words, the students had indeed been accomplished before. Certificates and awards are taken into consideration, then the teachers consider the value of their report. In addition, the school also provides a test to prove their ability. Then, students with outstanding achievements and have the best grade will be immediately taken and then guided in a special class, namely English Olympic group.

This group was created because the school often received many invitations to participate a competition, held by the minister of education at other educational institutions such as universities and schools. Before English Olympic Group existed, the selection system is considered too long in deciding the students who will participate and represent the school in the competitions. Furthermore, the students are considered to have lack of preparation and the readiness. By conducting an appropriate public-speaking training, it can yield appropriate public-speaking

skills and, together, and it can also help the students to succeed in term of academic. The students will have a chance, in which they do not only undergo public-speaking training but also practice it.

Since this group has been conducted for about 5 years, it simplifies the evaluation process by evaluating the students' shortcomings when having competition. Therefore, the students can understand their shortcomings and be able to fix it. Additionally, it enhances students' motivation and triggers the desire to learn more. By accomplishing education orientation, it increases students' motivation to reach Al-Hikmah education orientation, which are based on Islamic orientation, National orientation, and Global orientation. Additionally, the students will be grouped with other students in which they have the same concern of subjects and goals.

